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PRIZES IN SCHOOLS.

In the year 1843, a public-spirited gentleman in Salem,—a warm friend of the cause of public education,—proposed to give a sum of money to the schools of that city, to be invested as a Prize Fund,—the income of which should be annually distributed in prizes among the most successful pupils in the public schools. The school committee deemed this so important a matter, that they proposed to take the opinion of the masters of the Salem schools on the expediency of accepting the donation for such a purpose. A circular letter was accordingly addressed by the committee to the masters, requesting the opinion of the latter, on the “Expediency of establishing a system of Prizes in the schools.” To this letter, most of the masters returned written answers. A majority of at least two to one being in the negative, the offer of the money was respectfully declined and the project abandoned.

As this is the first instance, within our knowledge, where a large majority of the teachers of a populous city have decided against the use of prizes, and its consequent emulation, in our schools; and as we have been kindly permitted to take copies of the replies made, we shall present to our readers the leading views offered to support both the affirmative and negative of the question.

We by no means think that questions of this kind are to be decided by majorities. In regard to the advocates of all moral questions, the rule is “*ponderantur, non numerantur*,”—they are to be *weighed*, not *counted*. A majority, in one age, may be one way; and, in another age, another way. Nature, not numbers, must be the criterion. In the present imperfect state of our knowledge, there are many moral questions whose opposite sides may be espoused by men of equal talent and purity of purpose. In the present case, for instance, Mr. Carlton, master of the Latin School, and Mr. Putnam, master of the English High School,—teaching side by side in the same building, and both keeping schools which rank in the very first class of their respective kinds,—take opposite views of the question submitted to them. As authorities, therefore,—as men who have had nearly an equal term of experience, they may be entitled to equal respect;—hence we must decide according to the strength of the reasons respectively brought forward by them.

This, however, may be said in favor of a more extensive trial of the efficacy and sufficiency of the higher motives,—that they have, as yet, been tried in only a comparatively small number of our schools. A fair trial of the experiment would require that one half the schools in the different towns of the State should be placed under teachers zealously and conscientiously engaged in substituting the higher class of motives for the lower. Even then, however, the question could not be tested in a single year. Where schools have been conducted, from time immemorial, on the principles of competitorship and prize-giving, a successor, who discards these principles of action, must, for a season at least, labor under great disadvantages. His substitutes cannot be brought into full operation in a day. The higher motive-powers must have time to germinate, to grow and to mature their fruits. In the mean time, the lower stimulus having been taken away, there must be an interim of slackened energy. Progress is necessarily suspended for a time. But soon, it is believed, the increased velocity of movement under the higher agency, will more than compensate for any temporary delay. Take out of the harness an old hack or mill horse, in order to supply his place with the horses of the sun, and, in the mean time, the chariot must stop.

To make the trial a perfectly fair one, the new system should be practised as long as the old one has been. We should be perfectly willing, however, to abide the result of a half dozen years' experiment, conducted by able hands.

But we proceed to give such extracts from the replies of the Salem teachers as set forth the reasons for their respective opinions. The *opinions* are certainly entitled to great respect; but the *reasons* possess inherent authority.

MR. CARLTON'S OPINION.

To Hon. Stephen P. Webb, Chairman School Committee.

Sir,—In reply to the request of the School Committee, allow me to say, that, on general principles, I am in favor of "Prizes in Schools." I suppose, that emulation is one of the constituent, or inherent principles of the human mind; and that, therefore, it is to be used, trained and regulated like any other emotive principle;—to be stimulated to action in the sluggish, to be repressed in the ardent and ambitious, but certainly to be used and appealed to in all. And I, therefore, regard prizes in schools as appropriate and healthful stimulants. I am aware that the friends of education are divided in opinion on this subject; and it would not, perhaps, be proper for me to go into a discussion of the merits of the question at this time. I will, then, simply state the results of my observation and experience of the effects of prizes in my school during about three years. In the first place, I have not been able to discover any ill effects. I have not observed any heart-burning, jealousy or envy, among my pupils; nor any desire to obtain any undue advantage over

a competitor. The failure of one, at recitation, has not appeared to awaken any pleasure in the breast of another. All seem ready and willing to help each other; assistance is often asked, at recess and at other times, and appears to be cheerfully rendered.

In the next place, the distribution of prizes has quickened exertion among my scholars. They strive after greater accuracy at recitation, and are, consequently, more studious, careful and diligent. The poorer scholars do not seem to give over exertion from a conviction that the prizes are entirely beyond their reach; though it is true, that all are not affected in an equal degree by the expectation of obtaining one of them. The effect upon declamation has been very manifest. Though I have always had some very good speakers; yet, I have had more and better, since the prizes were offered. The distribution of them has not, to be sure, existed long in my school; and, perhaps, I might change my opinion after a longer trial; but, as at present advised, I am decidedly in favor of them, and should be glad, if the committee would allow the experiment to be tried in my school a few years longer.

OLIVER CARLTON,
Master Latin Grammar School.

Mr. Putnam made two communications, from which the following is taken:

I believe the giving of prizes in my school is, at best, of doubtful utility, and if I might consult my own preference, I think I should decide against the practice, for the following reasons:

1. Very few scholars hope to receive a prize; and almost without exception, those who do, would do well without any such incitement to duty, and from purer motives than the hope of being publicly known, as having outdone their fellows.

2. The influence of the good example of these best scholars, is, in a measure, lost. Others feel, and sometimes say, that A, for instance, does so and so, because he is hoping to get a prize; and, although they may not be so very precise as he, they persuade themselves that they act from better motives.

3. This is eminently true in regard to the prize for good conduct, with this additional objection, that those who are in the front rank, are in danger of having feelings of envy and jealousy excited towards each other, as only one can receive the prize.

4. In regard to *declamation*, I have little doubt that prizes have an injurious tendency. I presume two thirds of my scholars might be induced to declaim in public, and practise through the year, *with the expectation of doing so*, (which is not now the case,) if they might do it, and make their own impression, without having it proclaimed to the audience, that a few have outdone the rest.

Then again, we should not disregard the pain inflicted upon some honest, industrious boys, whose talents may not be, in

some respects, of so bright a character, but who still have made far greater efforts to get their lessons and do well generally, than some of those who obtain prizes.

Thus, an inducement is held out to the best boys, to act from some lower motive than that best of motives, the love of right; and the force of this motive is very much weakened in the case of a large majority of others, while with the latter, not even the poor motive of hoping to get a prize acts as an incentive to exertion.

I suppose that the awarding of prizes at the close of the last year, was to many, especially to those who thought only of the lads who received prizes, an occasion of great interest; but to me, who thought of my *school*, this part of the exercises was not witnessed without feelings of regret.

I am aware that others think differently in regard to this matter; but I have thought I could not do my duty without making known my views to the committee; and having done so thus briefly, I cheerfully yield my own preferences to their wiser judgment.

R. PUTNAM.

Hon. Stephen P. Webb, Chairman of the School Committee.

Dear Sir,—I am not certain that I ought to trouble the Committee with "any suggestions in addition to the communication" already before them in relation to the giving of prizes in the public schools. I will, however, avail myself of the opportunity to say, that while I may not attach so much importance to the subject as to believe that the prosperity of the English High School is to be *vitally* affected by the decision of this question, I am more and more confirmed in the opinions expressed in that communication. The evils naturally and almost inevitably resulting from this system of prizes, magnify to my vision daily, while the benefits diminish in nearly the same ratio. I think the system tends to crush many of the nobler sentiments of our nature; sentiments which every system of instruction, and every teacher, should aim to encourage and cultivate. I refer to such as *generosity*, joy at the success of a fellow, a tender sympathy with all, especially with those who are less successful, and a delight in giving them the assistance which may benefit them. How is this system adapted to banish these from the heart of youth, and to cherish the feelings of envy towards the more successful, of jealousy towards those in the same rank, and of secret exultation at the failure of a classmate.

It tends also to diminish, if not to destroy, confidence in the teacher, and to beget dissatisfaction, distrust, and even suspicion, in the bosoms of the pupils; especially in those who most need to feel that their teacher really loves them as well as he does the more successful. The teacher may do his best to win the confidence of his pupils, but while he is obliged, at every recitation, to pass judgment upon the character of that recitation, in effect to tell each scholar what he thinks of him

as a scholar, it will be impossible to convince all that they have an equal place in the heart of the teacher, though that heart were an angel's. Consequently, *restraint, concealment, discontent*, are engendered, rather than frankness, candor, ease and cheerfulness. What is more natural than thoughts like these, which sometimes find utterance in words, oftener in the downcast look and tearful eye: "My lesson is marked 8; —'s is marked 10; I don't think it's right. 'Tis no use to try. I'm always marked lower than he, whether I recite as well, or not. I know I *try* as hard." Or this: "Why is my lesson marked 9? I did not miss." Convince this boy that his teacher loves him, and loves to see him happy, if you can. Get him to speak out frankly in his class, "I don't think I understand that perfectly; will you please explain it, sir?" Why not? Because the attention of the scholar is diverted from the subject of the recitation. It is not his sole business to become perfectly master of the lesson, but *to have that lesson MARKED perfect*.

Again, the teacher has to hear every recitation with the feeling that he is not only to decide upon the merits of the recitation, but to record that decision, knowing that on that record, the pupil's rank, and consequently his getting, or failing to get a prize, must chiefly depend. To decide this, by direct examination, once or twice a year, would be a task arduous enough, but to hear every recitation through the year, in this restrained posture of mind, when, if ever, the mind of both teacher and pupil should be free from restraint, is not unfrequently painful in the extreme.

Then, again, the time consumed in making these records, adding them weekly, transcribing the amount to weekly reports to be given to each scholar, (though this last may not necessarily be a part of the system,) cannot be less than nine or ten hours per week,—not *pastime* by any means; then to get the quarterly and annual totals of these weekly amounts; and last, though not least, to make the averages in lessons and conduct for excusable absences, tries the patience to *think* of,—much more to perform the labor required. Possibly, if *half* the time thus spent were devoted to the business of giving instruction, and aiding the less successful, as much good might be secured to the pupils as is done by the present system.

But it will be asked, "Will not the interests of the school suffer by banishing records of recitations, weekly reports, prizes, &c.?" Judging from my own experience, I am inclined to the opinion that they might not. While in the East Female School, for the first few years, in obedience to custom, I had a head to each class, the scholars exchanged places in the class, at every recitation, if any were more successful than others; they took rank quarterly,—those who ranked highest taking the highest seats for the next term, &c. The result was, that scarcely a recitation was heard from which some scholar did not return to her seat shedding tears, sobbing, pouting, or giving other indications that all was not peaceful within. After hesitating and deliberating for months, I one morning announced to the school my determination to give up the entire system,—that in future,

each scholar must aim to do her duty,—that they must be arranged in classes, and seated *alphabetically*. This was a great overturn. Many who had prided themselves on being near the head of their class, suddenly found themselves at the *foot*, as it still seemed to them. A large majority were satisfied, but the tears shed by others that day were not few. However, affairs soon assumed a new aspect, and the happy results of the change very far exceeded all that I had dared to hope for; *none of my fears were realized*; and from that day, the years spent in that school were among the happiest of my past life.* And I see not why similar results may not be expected in any school. There might be, for a short time, some relaxation of mental energy, on account of the want of the unnatural stimulus to which some are accustomed; and a more generous supply of *healthful* moral aliment would perhaps be needed; but I am confident, both the moral and mental energies would soon rally under proper treatment, and a more healthy and vigorous action ensue, than under the present system. At least, I am almost impatient to try the experiment.

I must ask your pardon for the length of this communication,—three times as long as I intended when I began,—but as we were requested to give our “views and sentiments *freely* and *fully*,” I have written on, feeling sure that not one of my views and sentiments will be adopted by the Board, unless it is perfectly adapted to promote, in the highest degree, the permanent interests of the public schools.

I remain, very respectfully,

Your humble servant,

R. PUTNAM.

MR. LEAVITT'S OPINION.

Sir,—Having considered the subject of Prizes, submitted to me, I give my opinion in favor of the system.

I have practised giving prizes for several years, and have always been satisfied with the good effect produced upon the scholars; and where the prize is of sufficient value, and given in a public manner, the parents become interested, and urge on their children to do well, and encourage them in their studies.

The only objection to prizes is, that they excite emulation, which, in the minds of many people, is a selfish principle, unworthy to be encouraged. I think, however, that such people underrate the worth of this principle, and that where moral conduct is considered, in awarding the prize, as well as scholarship, no objection could lie against it.

I should think it would be well to assign the first prize for moral conduct, the second for scholarship, &c.,—as it would impress upon the minds of the scholars the great importance which the community attach to good moral behavior.

Yours, respectfully,

W. LEAVITT.

To the Chairman of the School Committee.

* Some records were still kept to comply with the School Regulations.

MR. NORTHEND'S OPINION.

To the Hon. School Committee of the City of Salem.

Gentlemen,—In compliance with the request made through your honorable chairman, I herewith communicate my views on the "Expediency of establishing a system of Prizes in our Schools."

While I am ready to admit, that, in some cases, good may result from the establishment of such a system, I must, at the same time, express my strong conviction that the evil effects will greatly preponderate. I would, very respectfully, present the following as some of the more prominent objections, in my own mind, to a system of prizes.

First, *the extreme difficulty, not to say the impossibility, of selecting the most deserving from a class of competitors.* In a school of *thirty* pupils, twenty may have so conducted and applied themselves as to meet the general approbation of their instructor and friends,—some, perhaps, slightly excelling in one particular, and others in another. Now, it is no easy task to select from this number some four or five as *the best*, all circumstances considered, without doing a real or apparent injustice to the remainder. Different judges would decide variously.

A second objection consists in *the difficulty of determining what and how much regard shall be had to the external aids and circumstances of the aspirants.* One boy may be surrounded by kind and intelligent parents and friends, and receive such home or fireside influence as shall greatly encourage and facilitate all his operations, while another in the same class may occupy a situation the very reverse. While the former has nothing to *interrupt*, but much to assist him, at home, the latter, if he has a home, receives from it no kindly influences, but many hindrances and "drawbacks." The latter may be the more industrious, and strive the more zealously and perseveringly, and on the ground of real *self-exertion* and *self-merit*, richly *deserve* success, and yet fail, on account of the adverse influences to which he is exposed, and for which he should not, in any degree, be considered accountable.

Another objection is, *that frequently a few are stimulated, and "the many" discouraged.* Boys will very soon satisfy themselves concerning their own individual prospects of success, and if these are against them, they will often "*give up*," with the idea that it is in vain for them even *to try*. And thus, not unfrequently, the boy who is naturally bold, prompt and persevering,—the boy who certainly needs not a prospective prize to stimulate him,—will with ease, and without any self-denying toil, reach the goal and bear away the "*palm*," while the more diffident and distrustful, but perhaps *more deserving*, will become discouraged in the onset, and leave the course free for his more *fortunate*, but not more *meritorious* rival.

Again, *boys should be "trained up" to regard some higher and better object than the mere attainment of a prize as an inducement to good deportment and diligent application.* The

hope of becoming useful, respected and happy citizens should be the prize for which they should struggle, and this prize *all* may obtain. If, in reply to this, it is urged that school prizes are merely attractive way-marks to lure them onward to a higher and nobler object, I would answer, that danger lurks in the way, and before that better object is gained, the mind may become entirely engrossed, or the kindly feelings of the heart blunted or perverted, in the pursuit or attainment of the way-allurement.

The next objection I shall name is, *that the rivalry consequent upon a contest for prizes often engenders or calls forth some of the baser feelings and passions of the heart.* Have not enmities often been caused in this way which have continued with increasing bitterness through a long life? The boy whose heart rankles with envy and hatred at the success of his class-mate at school, will, if life continues, look upon his every successful step in the journey of subsequent life with the bitter and malicious feelings of envy.

Another objection, and the last I shall name, is, *that improper measures are often adopted to gain the end in view.* Boys are sometimes guilty of resorting to foreign aid, instead of drawing upon their own resources and depending upon their own abilities. This, of course, is frustrating the whole object, in addition to inciting to the use of improper and dishonorable means.

Other objections might be urged, and probably will be, by those who are better able, and who have bestowed more thought upon the subject. I have hastily named the above as the most prominent in my own mind at the time of writing.

Very respectfully,

CHARLES NORTHEND.

MR. GALLOUP'S OPINION.

To the School Committee of Salem.

Gentlemen,—To your inquiry I most cheerfully respond, though with less confidence than I might do, had the system of prizes been established in our schools, thus affording me an opportunity to witness its practical application. But from what I have seen of its operation in other schools, I am inclined to believe the system of doubtful utility, if not decidedly pernicious in its tendency. My reasons for entertaining this opinion are simply these,—that very few, in comparison with the whole, will really enter the list of competitors for the prize;—that those who contend for the prize will too often consider that as the ultimate end of all their efforts; and having attained it, they will lose their interest and relax their efforts, for the want of a sufficiently stimulating motive beyond this;—that feelings of envy and jealousy will be engendered and cherished in the breasts of all those who are striving earnestly for the prize, which will materially affect their characters and influence their future lives;—that the mass of pupils who do not contend will be uninfluenced for good, but will look with feelings of envy

upon their companions, whom they will esteem more fortunate than themselves, either in natural endowments, or in the external circumstances by which they are surrounded. In fine, I conceive emulation to be closely allied to those baser passions of our nature, which, from some cause, are too strong already; which need repressing rather than inflaming;—and that “the system of emulation introduced into our Common Schools would be nursing into strength those unhallowed passions of cupidity and ambition, which, in after-life, would corrupt the mercantile community with the spirit of speculation and fraud, and desolate the political one with ‘tempests of party strife.’”

I am more and more convinced, that learning for the love of it, and for the pleasure which every new acquisition gives,—a conscientious discharge of duty and a deep sense of right,—are the motives most likely to be productive of the happiest results, unmixed with that which is evil; that if they are properly appreciated and fostered, they will be found to be sufficiently powerful incentives to action; and, that, to fear or an unholy ambition, into which emulation too often degenerates, when too much excited, we should seldom, if ever, appeal.

Very respectfully, yours,

D. P. GALLOUP.

MR. FELTON'S OPINION.

To the School Committee of Salem.

Gentlemen,—In reply to your note of the 1st instant, I would say that I am inclined to the belief, that the establishment of prizes in our schools would be inexpedient.

I would, by no means, discourage a spirit of emulation, if it can be made to bear in a proper manner upon the minds of children, but, when it is so employed as to create feelings of envy and hatred in their breasts, it is certainly to be deprecated.

There is reason to believe that prizes for good behavior and scholarship, would, in some instances, operate as prizes for ill will, unkindness and even fraud; for there may be children, who, to obtain a prize, would not hesitate to employ any means, however unjustifiable, against a rival, to accomplish their object. It is my deliberate conviction, that, with pleasant, well-ventilated and comfortable schoolrooms, suitable books and apparatus, and proper attention of parents and teachers, it will not be difficult to excite sufficient emulation in our schools, and of a kind, too, that shall call into action the higher and finer sentiments and feelings of the heart.

I remain, gentlemen,

With respect, yours, &c.

O. C. FELTON.

He who has no money is poor, but he who has nothing but money is poorer still.

DRAWING.

LESSON FOURTEENTH.

For this lesson, set up the ten blocks, D, R, F, B, E, O, Q, G, N and H. When you have arranged them as in the plate, place yourself so far to the right, that if you hold the thread perpendicularly before the line *t*, 65, (on Block Ha,) the point *u* is covered by the thread.

Block Db.

Place point 46 one inch from the lower and three inches from the left edge of your paper. Draw the rest of the front face. How does the height compare with the breadth?

Points 14, 1 and 5.

These points are found in the same manner as points 80, 38 and 37, on Block Na, (Lesson 13th.)

Block Rc.

To find point 58 on this block, observe whether it stands perpendicularly over 1, and as far from 1 as 5 does. For point 93, observe whether it is horizontally opposite 58 and perpendicularly over 14. Then follow the front faces of

Blocks Ba and Fb.

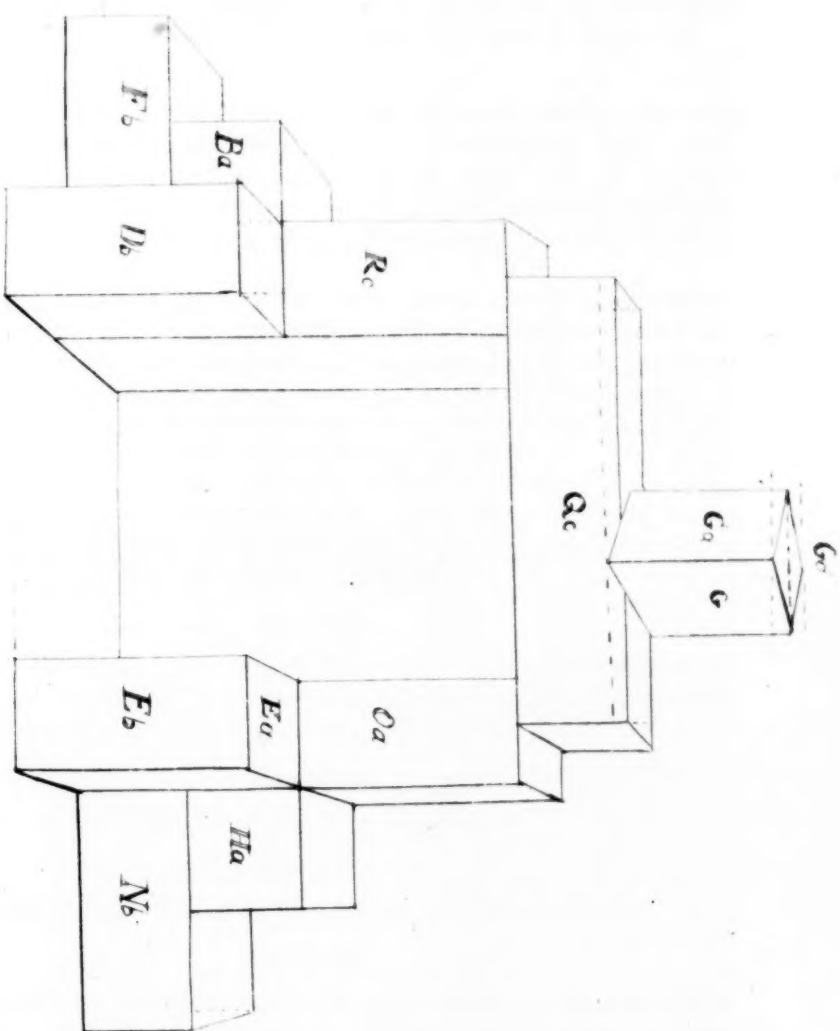
For point 8, (Block Ba,) observe whether it lies horizontally opposite 14, and as far from 14 as 1 does. Does point 7 stand perpendicularly under 8 and as far from it as 14 does? Does point 19, (Block Fb,) lie horizontally opposite 7 and as far from 7 as 8 does, or as far as 8 stands from 14? Does point 76 stand perpendicularly under 19 and horizontally opposite 5, (Block Db.) Now draw the front faces of

Blocks Qc and Oa.

To find point 85 on block Qc, observe whether it lies in the middle between 93 and 58. You can determine point 52, if you observe whether it stands perpendicularly over 85, and as far again from 85 as 93 does, or exactly as far as 58 from 93. Does 53 lie horizontally opposite 52, and four times as far from it as 85 does. And does point 86 stand perpendicularly under 53 and horizontally opposite 85? Does point 41, on block Oa, stand as far from 86 as 58 from 85, (Block Rc)? Does point 81 stand perpendicularly under 41 and horizontally opposite 1, (Block Db)? Does point 50 lie horizontally opposite 41, and as far from 86 as 41 does? And does point 2, (Block Eb,) stand perpendicularly under 50 and horizontally opposite 81?

Block Eb.

To determine point 22 on this block, hold the thread horizontally before 22, and see whether the thread also covers point *n*, (Block Db.) If so, draw from *n* horizontally to the right a guide line as far as under 81. Then hold the thread perpendicularly before 22, and see how its distance from 81 compares



with the line 81 2. Mark the place of the thread opposite 81 on the left, by a point, and draw from this point perpendicularly down to the horizontal line drawn out from *n*. Where the two meet, is point 22.

Point *d*.

Draw from 22 horizontally to the right, until about under 2. Then hold the thread perpendicularly before *d*, and see in what part it cuts the line 2 81. Mark this point of division in line 2 81, and draw from it perpendicularly down to the horizontal line drawn out from 22. Where these two meet is found *d*.

Point 21.

Observe whether 21 stands perpendicularly under 22 and horizontally opposite 48, (Block Db.) Does point 23 lie horizontally opposite 21 and perpendicularly under *d*? For point 72 observe whether it stands perpendicularly under 2 and horizontally opposite 5, (Block Db.) Now draw the front faces of blocks Ha and Nb.

Try whether you can draw these front views aright without the book. You may determine point *t* on block Ha by observing whether *t* lies horizontally opposite 2 and as far from 2 as 81 does. Does point 82 stand as far from 2 as *t* does; or does it lie half way between 2 and 72? Does point 65 lie horizontally opposite 82 and perpendicularly under *t*? For point 80 on block Nb, observe whether it lies horizontally opposite 65, and as far from 65 as 82 does. And does point 73 stand perpendicularly under 80 and horizontally opposite 72? Now go back to block Fb and determine upon it.

Point *p*.

This is found as 14 on block Db; you may then compare the distance of the thread held horizontally before 19 with the line 19 76, or see where it cuts the line 7 8, (Block Ba.)

Point 79

Is determined in the same manner as point *p*.

Point 70

Is determined in the same manner as *p*, (Block Fb.)

Point 56.

To determine the place of this point, prolong the line 48 5, (Block Db,) till it stands over 5. Then hold the thread horizontally before 56, and see in what part it cuts the line 5 1, or 76 19, (Block Fb.) Mark this point of division on the line 5 1, or 76 19, and draw from it horizontally to the right to the prolongation of the line 48 5. Where these meet is point 56. Now draw on Block Qc

Point 54.

This is to be determined in the same manner as 14 on block Db. You can see here, if you hold the thread perpendicularly before 54, where it cuts the line 85 58.

Point 55

Is to be determined in the same manner as point 1 on block Db.

Point 67.

You can probably find this point yourself. It is to be determined in the same manner as 5 on block Db.

Point 98

Is to be determined in the same manner as point 1 on block Db. You can find the distance of the thread held perpendicularly before 98 from the line 50 2 by comparing it with the line 2 *t*.

Point 75.

Prolong the line *d* 2, (Block Eb,) as far as over 2, and draw perpendicularly down from 98 to this prolonged line. Where both meet, is point 75. It must lie horizontally opposite 79, (Block Ba,) as you will see if you hold the thread horizontally before the two.

Point *u*.

This point may be easily found by drawing from 75 horizontally to the right until over *t*. The end point of this horizontal is *u*, for the blocks are so placed, that *u* appears to be in a straight line with *t* and 65.

Point 38.

Hold the thread horizontally before 38 and see whether point *p*, (Block Fb,) is covered by the thread. If so, mark in line *t* 65, (Block H,) a point horizontally opposite *p*, and draw from this horizontally to the right until over 80. Then hold the thread perpendicularly before 38, and see in what part it cuts the line 65 80. Mark this point of division, and draw from it perpendicularly upwards to the horizontal line just drawn. Where the two meet is point 38.

Block Ga.

Be very accurate in placing this block as in the plate. Point *c* is the first to be determined. Hold the thread horizontally before *c* and see where it cuts line 52 85 (Block Qc.) Mark the place in line 52 85 and draw from it horizontally to the right as far as over the middle of line 52 53. Now hold the thread perpendicularly before *c* and observe where it cuts line 85 86,—perhaps in the middle. Mark the place in line 85 86 and draw up from it to the last drawn horizontal. Where both meet is point *c*.

Point *q*.

Hold the thread horizontally before *q* and see how much higher the thread is above 52, (Block Qc,) than the length of line 52 85. Mark the place of the thread above 52, and draw from this point horizontally to the right until perpendicularly over *c*. The end of this horizontal line is point *q*.

Point *b*.

Hold the thread perpendicularly before *b* and see how many times its distance from *c* is contained in the line *c q*. Mark the place opposite *c*, and draw from this point perpendicularly upwards. Then hold the thread horizontally before *b*, and see in what part it cuts line 52 54. Mark the place in line 52 54, and draw from it horizontally to the right, as far as to the last drawn perpendicular line. Where these two meet is point *b*.

Point *a*.

Hold the thread horizontally before *a* and see what is its distance from *q* compared with the line *q c*. Mark the place over *q* and draw from this point horizontally to the left till perpendicularly over *b*. The end point of this horizontal line is point *a*.

Point *r*.

Hold the thread horizontally before *r* and see if it also covers *a*. If so, draw from *a* horizontally to the right as far as over *q*. Then hold the thread perpendicularly before *r* and see what is its distance from *c* compared with the line *c q*. Mark the place of the thread opposite *c* by a point and draw from this point perpendicularly upwards to the horizontal line drawn out from *a*. Where these two meet is point *r*.

Point *s*.

Hold the thread horizontally before *s*, and see if the thread also covers *b*. If so, draw from *b* horizontally to the right to the perpendicular descending from *r*. Where these two meet is point *s*.

Point *y*.

Hold the thread perpendicularly before *y*, and see where it cuts the line *q r*. Mark the place in the line *q r* and draw from this point perpendicularly upwards. Then hold the thread horizontally before *a* and see whether *y* is not seen a little nearer to the thread than *q*. Place point *y* in the perpendicular line drawn upwards, as high above the thread as you have seen *y* on the block.

EXTRACTS FROM THE LATE MESSAGE OF SILAS WRIGHT,
GOVERNOR OF THE STATE OF NEW YORK.

The productive capital of the Common School Fund was, on the 30th day of September last, \$1,992,916 35, and the revenues of the fund, received into the treasury during the last fiscal year, amounted to \$133,826 51. This revenue is, by the terms of the Constitution, to be inviolably appropriated and applied to the support of Common Schools, throughout the State. The school fund was instituted by law in 1805, and the constitutional protection of the fund took effect on the first day of January, 1823.

The immense superstructure which has been reared, upon

such a basis, and under such management, in a period of forty years, is shown by the following statistics, furnished by the superintendent of Common Schools.

The number of school districts in the State, organized according to the school law, is 10,990, from 10,857 of which regular reports were received during the last year, showing that the average time, during which schools were kept open in these districts, was eight months. The whole number of children between the ages of five and sixteen years, residing in the State, estimating those residing in the city of New York at 80,000, was 696,548; and the whole number of children actually taught in the district schools of the State was 709,156, being more than 50,000 beyond the number taught during the preceding year.

The whole amount of money distributed from the treasury of the State for the use of Common Schools for that year, was \$275,000, and the amount actually paid during the year, for the wages of Common School teachers, was \$992,222 03. The number of volumes reported as being in the school district libraries, was 1,038,396. These returns also show that 37,531 scholars had been, during some portion of the year, in attendance upon private and select schools, out of the city of New York, and it is estimated that at least an equal number were in attendance upon like schools in that city, making more than 65,000 children thus taught, not including those taught in the academies and other incorporated literary institutions.

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No public fund of the State is so unpretending, yet so all pervading,—so little seen, yet so universally felt,—so mild in its exactions, yet so bountiful in its benefits,—so little feared or courted, and yet so powerful, as this fund for the support of Common Schools. The other funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. This acts upon its mind and its morals. Education is to free institutions what bread is to human life,—the staff of their existence. The office of this fund is to open and warm the soil, and sow the seed, from which this element of freedom must grow and ripen into maturity, and the health or sickness of the growth will measure the extent and security of our liberties. The thankfulness we owe to those who have gone before us, for the institution of this fund, for its constitutional protection, and for its safe and prudent administration hitherto, we can best repay by imitating their example, and improving upon their work as the increased means placed in our hands shall give us the ability.

Few, if any instances are upon record, in which a fund of this description has been administered, and its bounties dispensed, through a period of forty years, with so few suspicions, accusations or complaints of the interference of either political or religious biases to disturb the equal balance by which its benefits should be extended to our whole population. This should continue as it has been. Our school fund is not instituted to make our children and youth either partisans in politics, or sec-

tarians in religion; but to give them education, intelligence, sound principles, good moral habits, and a free and independent spirit; in short, to make them American freemen and American citizens, and to qualify them to judge and choose for themselves in matters of politics, religion and government. Such an administration of the fund as shall be calculated to render this qualification the most perfect for the mature mind, with the fewest influences tending to bias the judgment, or incline the choice, will be the most consonant with our duties, and with the best interests of our constituents. Under such an administration, education will flourish most, and the peace and harmony of society be best preserved.

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The subject of the proper education and qualifications of the teachers of Common Schools, is one of primary interest, as it has been found to be of prominent difficulty in the execution of our school laws. It has so frequently occupied the able pens of my predecessors upon occasions like this, and of our distinguished scholars and statesmen, who have interested themselves in the prosperity of our Common Schools, and the cause of education generally, as to leave for me little more than to invite your anxious attention to this part of the system, and to the existing provisions in our laws relating to it.

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The Literature Fund is also devoted to the purposes of education. Its capital, at the close of the last fiscal year, amounted to \$268,990 57, and the revenues received into the treasury during that year were \$18,490 34.

This fund receives \$28,000 annually from the interest of the United States deposit fund, and its revenues are distributed to the incorporated academies of the State, under the direction of the regents of the University. As the conditions upon which academies are permitted by the regents to participate in the dividends from this fund, the incorporation must own real estate and buildings to the value of \$2,500 over and above any incumbrances thereon, and must have a fund invested and yielding annual interest for the term of twenty years, equal to at least \$2000.

The increase of the number of academies participating annually in the distribution from this fund, by bringing themselves within these conditions, furnishes one strong evidence of the rapid advancement of education in the State, and of the very general diffusion of a grade of education beyond that ordinarily acquired in the Common Schools. The means necessary to purchase the lots, erect the buildings, and establish the funds for these numerous academies, are mostly, if not entirely, drawn from the voluntary contributions of private citizens, and of our incorporated villages and towns; and their collection and application evince, in a gratifying manner, the lively interest taken by our people in the great cause of education. The annual report of the regents of the University will place before you the condition of these institutions for the past year.

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The opinion is entertained in some quarters, that too large a

proportion of this fund has been appropriated to the use of the colleges and academies of the State, and that an invidious distinction is made in their favor as compared with the appropriation to the Common Schools. This conclusion appears to rest upon the fact, said to be ascertained, that the dividend per scholar, from the public funds, is greater to these institutions than to the Common Schools. I have not ascertained how this fact may be, nor does it strike me as a very satisfactory foundation for the conclusion, if it be as stated. These institutions are entitled to the public patronage and bounty so far, and only so far, as they are valuable and useful auxiliaries in the great cause of education generally, and especially in supplying the Common Schools with competent and qualified teachers, and improved modes of instruction, and in otherwise sustaining and elevating the standard of instruction in those schools. These, it appears to me, should be the great objects of legislative grants to them, and the measure of such grants.

The institutions must be sustained in a healthful and flourishing condition, or the accomplishment of these objects cannot be expected from them. They must be supplied with competent teachers, or they cannot send forth those competent to teach. The value of useful and proper class books must be known and appreciated in them, or they cannot commend such books for other schools. The standard of education in them must be sound and elevated, or they will not contribute to maintain such a standard in the Common Schools. Their healthfulness, therefore, or their need, in a pecuniary sense, would seem to me to be a more safe and more just guide to the Legislature than any rule of distribution per scholar.

The Common Schools should never be suffered to languish for the want of the means granted to these institutions; nor should the colleges and academies be permitted to decline and suffer, that the means which would sustain them may be granted to well supplied and healthful Common Schools. Either extreme would be equally unwise, impolitic and hurtful. All are parts, and essential parts, of one great and valuable plan of education, and sickness in any branch must soon be felt throughout the whole system. The Common Schools are the principal, and these institutions are the auxiliaries, essential auxiliaries, and that legislation which shall preserve the most equal and uniform soundness and activity and vigor, throughout the whole, will be the most politic, the most wise, and the most just.

PUBLISHERS' NOTICE.—To prevent a division of the New-Year's Address of the Editor, we issued 24 pages, instead of 16, on the 1st of January, and we now send 24 more to complete the first three numbers of Vol. VII. For the sake of placing the New Annual Report of the Board of Education and its Secretary, in the hands of our subscribers at the earliest moment, we now propose to anticipate as many numbers as will be necessary to contain this valuable document, and shall issue them together in the course of February. Such an arrangement, though expensive and troublesome to us, will, we trust, be acceptable to our subscribers.

FOWLE & CAPEN.

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